

Lesson Title	Georgia's Resistance - Civil Rights Movement Virtual Learning Journey 5E Lesson Plan
Grade Levels	8th-12th
Timeline	1-2 45-minute class periods

STANDARDS

SS8H11 Evaluate the role of Georgia in the modern civil rights movement.

- b.** Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.
- c.** Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.

SS8H12 Explain the importance of developments in Georgia since the late 20th century.

- b.** Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.

SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.

- b.** Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy.
- c.** Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.
- d.** Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.

ESSENTIAL QUESTIONS

- Why did Georgia and the South resist the civil rights movement?
- How did Georgia and the South resist the civil rights movement?
- How did leaders/individuals help or hurt the civil rights movement in the South?

KEY VOCABULARY

Albany Movement, sit-in, protest, 1956 State Flag, protest, resistance, Martin Luther King Jr., Jimmy Carter, Lester Maddox, Voting Rights Act, Civil Rights Act, *Brown v. Board of Education*

MATERIALS

SOURCE: [GPB's Civil Rights Movement Virtual Learning Journey](#)

ENGAGE: What do you know? What do you see? What do you wonder?

EXPLORE: Create A Headline, Facing History

EXPLAIN: ACED Writing Template

ELABORATE: SIT - What is surprising, troubling, or interesting? Facing History

EVALUATE: Wraparound, Facing History

ENGAGE

RESOURCE (DOCUMENT): 1956 State Flag, Current State Flag

STRATEGY: What do you see? What do you know? What do you think?

Have students look at the 1956 state flag and the current state flag images. Have students answer the following questions on paper, with a partner, in a whole-class discussion, or on a digital platform:

1. What do you see?
2. What do you know?
3. What do you think?

Foster a discussion with students about the two images, explaining why Georgia's flag changed in 1956.

EXPLORE

RESOURCE (VIDEO): Georgia's Resistance

This video can be found in the [Civil Rights Movement Virtual Learning Journey](#).

STRATEGY: Create a Headline

This strategy has been adapted from [Facing History](#).

Students should watch the video entitled "Georgia's Resistance" in the virtual learning journey. Afterward, students should use this information to create a newspaper headline. The headline can address a particular event or person in Georgia addressed in video. Then, in small groups or a whole group, students should discuss the headlines they created and what it addresses.

EXPLAIN

RESOURCE (VIDEO): The Albany Movement

This video can be found in the [Civil Rights Movement Virtual Learning Journey](#).

STRATEGY: ACED Writing Prompt - Albany Movement

Have students watch the video on the Albany Movement. As students watch the video, they should consider whether or not the Albany Movement was a failure. Then, students should answer the questions in the activity on page 5. Afterward, have your students explain their answers in a "fishbowl" discussion.

EXPLAIN

STRATEGY: Fishbowl

This strategy has been adopted from [Facing History](#).

Select a Topic

Almost any topic is suitable for a Fishbowl discussion. The most effective prompts (questions or texts) do not have one right answer or interpretation, but rather allow for multiple perspectives and opinions. The Fishbowl strategy is excellent for discussing dilemmas, for example. For this Fishbowl activity, students will be discussing whether or not the Albany Movement was successful.

Set Up the Room

A Fishbowl discussion requires a circle of chairs (“the fishbowl”) and enough room around the circle for the remaining students to observe what is happening in the “fishbowl.” Sometimes teachers place enough chairs for half of the students in the class to sit in the fishbowl, while other times teachers limit the chairs further. Typically, six to 12 chairs allow for a range of perspectives while still giving each student an opportunity to speak. The observing students often stand around the fishbowl.

Prepare for the Discussion

Like many structured conversations, Fishbowl discussions are most effective when students have had a few minutes to prepare ideas and questions in advance.

Discuss Norms and Rules

There are many ways to structure a Fishbowl discussion. Sometimes teachers have half the class sit in the fishbowl for 10 to 15 minutes before announcing “Switch,” at which point the listeners enter the fishbowl and the speakers become the audience. Another common Fishbowl discussion format is the “tap” system, where students on the outside of the fishbowl gently tap a student on the inside, indicating that they should switch roles. Students are encouraged to use their responses from the ACED writing prompt.

Regardless of the particular rules you establish, make sure they are explained to students beforehand. You also want to provide instructions for the students in the audience. What should they be listening for? Should they be taking notes? Before beginning the Fishbowl activity, you may wish to review guidelines for having a respectful conversation. Sometimes teachers ask audience members to pay attention to how these norms are followed by recording specific aspects of the discussion process, such as the number of interruptions, examples of respectful or disrespectful language being used, or speaking times (who is speaking the most or the least).

Debrief

After the discussion, you can ask students to reflect on how they think the discussion went and what they learned from it. Students can also evaluate their performance as listeners and as participants. They could also provide suggestions for how to improve the quality of discussion in the future. These reflections can be in writing, or they can be structured as a small- or large-group conversation.

ELABORATE

RESOURCES (READING AND VIDEO): Georgia's Resistance, A Tale of Two Governors

STRATEGY: S-I-T - Surprising, Troubling, Interesting

This strategy has been adapted from [Facing History](#).

Have students watch the videos on Georgia's Resistance and A Tale of Two Governors. Ask students to identify

1. one thing that is surprising
2. one thing that is troubling
... and
3. one thing that is interesting

about the videos they watched. Have students discuss their answers with a partner, a small group, or post their findings on a discussion platform.

EVALUATE

STRATEGY: Adjective Activation

Have students develop three adjectives about the Georgia's Resistance section of the Civil Rights Movement Virtual Learning Journey. Students should then answer the following questions out loud, with partners, on a digital platform, or on paper:

1. What three adjectives would you use to describe Georgia during this time period?
2. Why did you choose these adjectives?

If time allows, give students an opportunity to see if they chose unique adjectives, and share their adjectives with others.

DIFFERENTIATION

CHOICE AND VOICE

1. Find a song from the Albany Movement. Explain this song. What do the words mean, and how did this song demonstrate the Albany Movement's bravery and resilience? Develop your response in one paragraph, 5-7 sentences.

OR

2. Develop a collage (a grouping of pictures) that shows the spirit behind the Albany Movement. Choose an assortment of five pictures and five words. Include a description of these images and words in a few sentences. Explain why you chose those words/images.

Name: _____

Georgia's Resistance
A.C.E.D. Writing Strategy

Directions: Click on the video for the Albany Movement on your Civil Rights Movement Virtual Learning Journey. Watch the video, and then answer the question: Was the Albany Movement successful? Why or why not? Use the A.C.E.D. template to draw your conclusion.

A- Answer the prompt	Was the Albany Movement successful?
C- Cite textual (or video) evidence	What evidence do you have that supports your claim?
E- Explain	How does the evidence support your claim?
D- Defend	What can you say to defend your claim?

Use the space below to write your response:

Name: _____

Georgia's Resistance A.C.E.D. Writing Strategy

Directions: Click on the video for the Albany Movement on your Civil Rights Movement Virtual Learning Journey. Watch the video, and then answer the question: Was the Albany Movement successful? Why or why not? Use the A.C.E.D. template to draw your conclusion.

A- Answer the prompt	Was the Albany Movement successful? I believe the Albany Movement was successful/unsuccessful (choose one).
C- Cite textual (or video) evidence	What evidence do you have that supports your claim? In the video, it states... This is why I believe... I think this is important because...
E- Explain	How does the evidence support your claim? The video states that... Which leads me to believe that...
D- Defend	What can you say to defend your claim? In conclusion, I believe that the Albany Movement was successful/unsuccessful because...

Use the space below to write your response: